Niagara College

OF APPLIED ARTS AND TECHNOLOGY

Vol. 1 | Welland, Ontario | May, 1968

STRUCTURAL STEEL ARISES FOR NIAGARA'S FIRST BUILDING

ESCAPE FROM BONDAGE

Birth Of Niagara

Continuing education in Ontario has long suffered from the stigma of discrimination. For a considerable period of time in our province continuing education has been restricted to an elite minority, who have found themselves in the appropriate circumstances to take advantage of the opportunities.

The progressive minds behind the educational scene, as well as the leaders of business and industry, have become aware of this fact. The escape from pedagogical bondage has resulted in the newest, most thrilling concept in the development of higher education.

In May, 1965, the Ontario Legislature introduced a bill to establish the new community colleges of applied arts and technology. ". . . A major step forward," emphasized the Hon. William Davis, minister of education. This was an understatement of the first magnitude. The establishment of the community college is the opening of the educational door to people of all ages and varied experiences. The student at the community college is able to acquire a broad general background as well as concentrate on a particular skill to prepare for a position of responsibility in his society.

SERVES 3 COUNTIES

This major step resulted locally in Niagara College of Applied Arts and Technology in Welland serving the students of Welland, Lincoln and Haldimand counties.

November, 1966, saw the inaugural meeting of Niagara's first Board of Governors, headed by Paul Forestell, QC, of Welland. Assisted by various members of the department of education, the board began the movement towards land development, building construction and the acquisition of the first teaching staff. Early in 1967 the board elected a very capable man as Niagara's first president, Dr. W. George Bowen. By Sept. 18, of the same year, the first temporary building had been constructed, the first students had registered and the first year for Niagara had begun.

Dean's Word On Staff

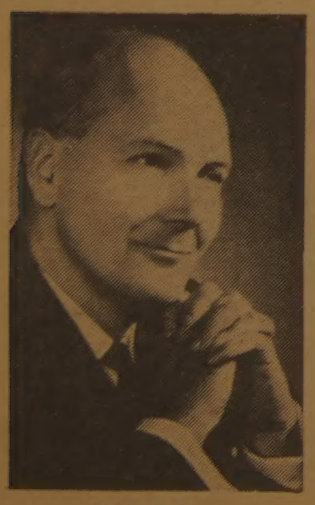
Like many of the other community colleges last summer, Niagara had to assemble a faculty at short notice. Staff were acquired from countries as far apart as New Zealand and Norway, Ceylon and the U.S. They ranged in age from 23 to 62.

In fact, since our 23-year-old staff member economized on his visits to the barber and sported the fashions of Carnaby Street, he was sometimes difficult to distinguish from the students, apart from a Master's degree in Political Science.

Relatively few staff members were recruited from secondary schools. The majority of the staff came direct from business or industry. On the whole, they have proven to be good, practical teachers. With such a high proportion of staff members new to the teaching profession, it was deemed essential for the College to run its own training programs.

Niagara College intends to continue to acquire staff who are "with it" in every sense of the word. The college will not become a haven for ivory-towered academics. We fully intend to graduate students who have a firm grasp of the practical aspects of life in business and industry. In addition, we are interested in acquiring staff with a wide variety of backgrounds and viewpoints in order that our students may be exposed to the complete spectrum of views on every subject from sex and Vietnam to modern theories of economics and the history of social welfare legislation.

The president of Niagara College, Dr. W. George Bowen, is a fifth-generation Canadian. He lectured in organic chemistry at McGill for a number of years and was then associated with TCF Canada Limited for 15 years as Research Director and Manager of Operations. He remains unfailingly cheerful and approachable even after a far-too-regular 14 hours a day at the college. One matter of considerable concern to his staff is whether his rather unique Mercedes will last long enough until we have facilities to repair it. In common with all the senior staff, he finds the challenges of starting up a new College exciting, tiring and intrinsically rewarding.



ALAN WYATT
Dean Of Studies

Salute Advisors

Almost two hundred area residents of the Niagara Peninsula are participating in over 20 advisory committees, set up to provide Niagara College of Applied Arts and Technology with realistic and practical guidelines for the area's adult education needs.

These advisory committees are composed of prominent men and women from many fields of endeavor. These community dedicated people have voluntarily committed themselves to this very important task since the commencement of Niagara's first year of operation.

Their many hours of labor have been spent in surveying the social, economic, industrial and educational needs of the college area and the proposed new programs of instruction to meet these requirements. They have closely examined the present college programs and have made considerable contribution to their continuing development.

The work of the advisory committees has been of great practical assistance to Niagara's Board of Governors in proposing, developing and in seeking the approval for present and future programs. Since they have brought realistic and first hand knowledge of the communities' needs to the administration and the faculty, their very valuable and useful contributions have been very much appreciated.

The college is very grateful for their contributions in the developemnt of the present programs and looks forward to their continuing advice and assistance in order that Niagara can serve the community to the fullest extent of their facilities and their capacities.

Horticulture Branch In St. Kitts

The newly-organized horticultural program at Niagara College offers a broad program in the horticultural sciences which also includes training in communications and business mathematics, in a two-year course.

The college will be located in St. Catharines and will offer specialized courses such as the basic concepts of landscape architecture, practical horticulture, principles of horticultural production, nursery and greenhouse management, landscape design, arboriculture and entymology. Theoretical study will be supplemented by field practice in one of the three large green houses on the site and in the Lester B. Pearson Park there, for two of the course's six semesters.

The program is expected to begin Aug. 1, and while a large number of applications are expected, the college will only be able to admit 20 to 25 students. The first semester will extend from August to December and consist mainly of field work.

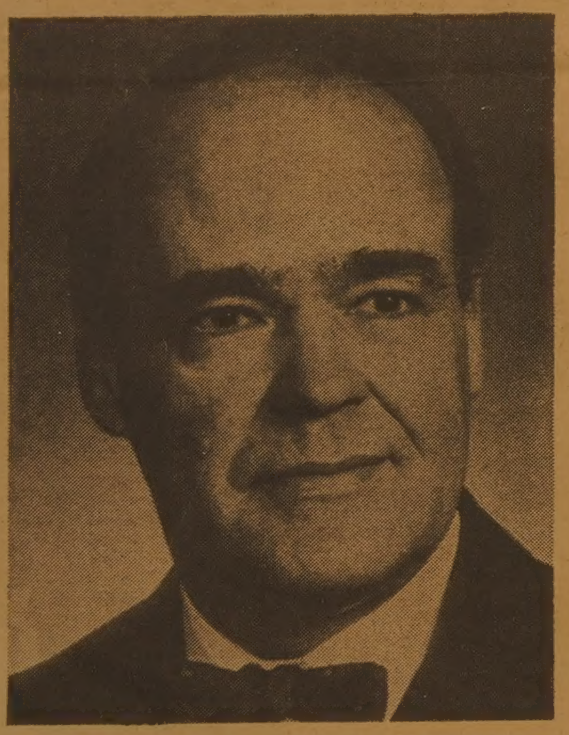
From President To Peninsula

Only recently has education become regarded as an investment as well as a consumption item. This basic change in approach is based upon the realization that more than one-half of the economic and social growth of the last decade is due to improvements in the quality of work provided by trained men and women rather than a simple increase in capital and labor.

Following the second world war came a new era of vast and rapid technological and social change, requiring substantial reform of the educational system. There emerged the concept of Colleges of A.A. and T. which would provide a new type of advanced education that stressed the need for educating and maintaining an adequate supply of technical, managerial and other highly skilled manpower. It was recognized that this new form of advanced education must be very broad to satisfy the best of the natural interest and accordingly must be firmly grounded in cultural as well as vocational subjects. Teachers, technologists, managers, social workers can no longer be given a packet of education and techniques to last them for life, but must rather be given the basic knowledge, the intellectual disciplines as well as the techniques to launch them into employment; but at the same time, their approach to learning must enable them to continue their education at various times throughout their careers.

Niagara College opened its doors for the first time in September 1967, and as of this moment over 1000 students have enrolled in its various day and evening programs, ranging in ages from 19 to 52. By 1971 a student population of some 4000 is expected with an equal number taking refresher courses or learning new techniques while holding a job.

All students who enrolled in September, 1967 must be recognized for their great contribution to the beginning of an exciting new kind of education. To those who will be returning or enrolling for the first time in September 1968, I offer my warmest welcome to a means of enriching your lives and preparing yourselves for a rewarding career.



DR. W. GEORGE BOWEN, PRESIDENT
Niagara College Of Applied Arts
And Technology

THE BOARD OF GOVERNORS

NIAGARA COLLEGE OF APPLIED ARTS AND TECHNOLOGY

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FROM 19.... *....TO 52*

Niagara Has Appeal For All Ages

BY CATHERINE SAXE

In attempting to describe my feelings toward Niagara College, I encountered a problem: that of limiting my expression to a reasonable length. I could have limited it to the learning angle, for here I have learned some of the things that I have wanted to know, unlearned what I shouldn't have learned, and relearned what I should not have forgotten. But that would have excluded a large part of my feelings, because I am as involved with the people of Niagara as I am with the academic program. The people of the college --- people from different cities, even different countries, are the ones who made it what it is.

And just what is it? A glorified high school? A dropout college? A carnival? I suppose, for some students, Niagara has been all of these. But I am a student too: I prefer to believe that it is exactly what it claims to be, a post-secondary educational institution.

I enrolled at Niagara College to be trained in the field of social welfare, and to receive some sort of liberal education. In both respects I am completely satisfied.

CATHERINE SAXE

EXTRA CURRICULAR

I also expected to be involved in some extracurricular activities. Since last September, the College has produced, among other things, a competent hockey team, a campus newspaper, a film club and a ski club. In March of this year we held our first annual Winter Carnival, which included sports, publicity stunts for charity and a very successful formal dance. Considering the scarcity of facilities common to all new schools, the extracurricular activities at Niagara College have been excellent.

My dreaded expectation considering Niagara College was unwarranted. I expected, as did most students, to find the College Counselling Services similar to those I remembered from high school. Instead I found a counselling office that is equipped for discussing financial, educational and personal problems, as well as for disseminating vocational and academic information. I was only one of many who took advantage of the counselling services. But, although there were many others in the counselling office and in the school itself, I was also an individual, not just a member with a file.

COME TO LEARN

The students at the College came here to learn; not because of any lack of ability or capacity. I know that I could have attended a university and achieved a successful standing. But instead I chose Niagara College of Applied Arts and Technology. I chose it so that I would learn an art that I could apply. And I wouldn't trade it. That's how I feel about Niagara College.

BY BILL MACARTNEY

I am a student at the Niagara College of Applied Arts and Technology. To many people this would not seem to be an earth-shaking statement, but, in my case, it is intoxicating. My name is Bill Macartney; my age is 52. I live in Niagara-on-the-Lake, and this college is, for me, a new lease on life, a breath of fresh air.

I have two sons of college age and a daughter who is starting high school in September; so you will realize that communication between the generations in our family has been difficult at times. The community college has given me an opportunity to continue my education, and, as an extra bonus, a gift of my fellow students, it has given me an understanding and sympathy for the new generation.

I would definitely recommend to any student who is having trouble with parents that a full day course or an extension course at Niagara College for the parents would improve the old folks' understanding. What's more, I know your dad would enjoy it!

ISOLATION IMPOSSIBLE

I am not sure what I expected when I came to register in September, but whatever I expected, it did not happen. There was mud; there were no sidewalks, no handles on the doors, no aged and dusty halls of learning. My fellow students filled the cafeteria and halls with shorts, work clothes, mod outfits and mini-skirts. In the cafeteria, short of tables, were a motor bike and large placards advertising the school's extracurricular activities.

Recruiting students for sports, writing and drama was going full blast. The majority were strangers to one another, but the activity in the cafeteria had the same effect as a Paul Jones at a dance; isolation was impossible.

In the main office all was efficiency. We registered and had our pictures taken, but the real action was in the cafeteria. The feeling in the air was strong, exciting, optimistic, and full of potential fun. The people here were not returning, pushed by parents, to another year of old school grind. Without any statements being made, you knew that Niagara College was the door to a real, living future. There would be work, but it would be a ball and not a grind.

ALL INTERESTED

I thought that I would, of necessity, be a spectator to the school life, aside from instruction. It didn't work out that way; those of us who were older were, from the start, expected to take part and have an interest in all school activities, with the exception of football!

I discovered that my young fellow students had a far sounder approach to everyday life than my contemporaries in the business world. The student worked with the facts of life that are not the facts that have been taught from the time of Queen Victoria to the present. The people at Niagara College are aimed at today's world, and they are not timid in their approach.

This lack of timidity showed up in a hurry.

In the first two or three weeks of school the attendance at the Liberal Studies lectures dropped from 200 to a low of about 30. Class attendance is not compulsory but is left to the student's judgement. The lecturer was giving the textbook description of man's perception of the external world, the family, religion, culture, and the pat descriptions of communism, socialism and democracy. There was no student participation, no concept to be challenged; rather a very close and dry relation to high school history. Niagara College is very lucky in that it is inhabited by a young, thinking staff.

OUT THE WINDOW

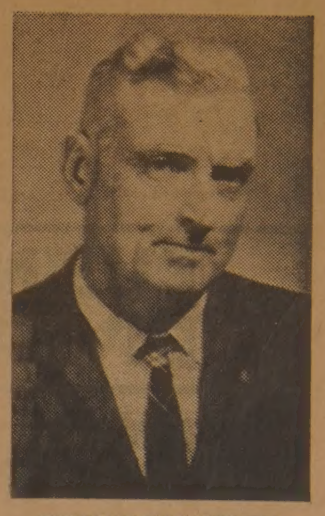
Francis Sealey, with a master's degree and the vitality, drive, and sense of humor of the Beatles, threw the book out the window. He brought in the liberal thinkers instead of their written articles. Laura Sabia debated women's rights. Mrs. Sabia did not lecture, although she was asked to and did prove many of her points in debate. Mrs. Sabia at the end of the debate answered questions from the floor.

Following the same pattern, Mr. Richard Needham of the Globe and Mail argued against the need of education; Mr. Nicholas showed himself a fiery fighter for human rights and a leader in action for peace in Vietnam; Sister Paulette, a beautiful, intelligent Roman Catholic nun, argued the case against the idea that God is a man-made idea and is not a reality; David Depoe argued the case for peace and freedom on behalf of the Hippies.

All political parties at some time stood up before the students and answered questions and defended their policies. Above all, no man or woman was allowed to give a liberal lecture and walk away without having to defend his beliefs. All the visiting lecturers answered any student's question.

STATE IDEAS

After these debates, class discussions were held and every student had his chance, in fact was expected, to state his ideas.



WILLIAM MACARTNEY

The arguments and points brought up were worth listening to; the arguments were hot, and the laughs were many.

During the spring term the college devoted one week to student madness; the profits went to charity. Besides sports and other well-organized events, the students just plain raised hell and blew off steam. Games of chicken were played in the halls. Auctions were held of the girls who had volunteered to be slaves for a day. Sing-songs were held in the corridors and raids were conducted on Brock University. The activities were typical of Niagara: good, clean, crazy fun. If anything helped most of us through the year and developed a feeling of warmth for the staff, it was the Spring Crazy Week, formally known as Winter Carnival.

I would like very much to thank Niagara for the fun and the chance to be part of this new world that the college has given us all. Niagara is a happy college, and I am sure that if we can carry our knowledge to the world in the same happy manner we received it, the world will be a better one.

ENTRANCE NEEDS

In general, the minimum entrance requirement for the three year programs will be graduation at the grade 12 level of a five year program with a sixty per cent average in English, mathematics, physics and chemistry or from a four-year program with a 70 per cent average in the same subjects. For all other courses the entrance requirement is graduation at the grade 12 level of any secondary school program or equivalent. For specific entrance requirements the official calendar of the college should be consulted.

What Happened?

BY LARRY LANIGAN
President, SAA

The Student Administrative Assembly was formed by the students of Niagara College to coordinate student affairs and act as a direct liaison between the administration and students.

For its first year, the SAA has inaugurated a great number of activities for the students of Niagara and also for the students of other colleges.

All athletics were sponsored by the SAA. These included golf, hockey and basketball which were inter-collegiate activities.

A conference held in Niagara Falls in December, 1967, was the first conference in which community college student administrative councils were able to meet together to air and discuss the problems that were besetting each other in their own particular college.

CO-OPERATION

The Student Administrative Assembly and the administration have worked endlessly together through the President's Advisory Committee to eradicate any problems or misunderstandings to ensure a smooth, well-run, institution of learning.

This was apparent during the Winter Carnival when the SAA and administration co-ordinated ideas to provide a fun-filled week of activities climaxed by the inauguration of Niagara's first President, Dr. W. George Bowen, and the inauguration ball. This was only one of a number of successful endeavors which instilled a great deal of spirit throughout the college.

The SAA has, then, created at Niagara, an atmosphere of enthusiasm which would be welcomed at any college or university.

For the fall of 1968, there will be elected an ombudsman. This is another first for any community college and will ensure, for the students, a democratic student government.

The Student Administrative Assembly provides an opportunity for freshmen students to elect their representatives on the SAA. The positions available at that time even include some executive positions in order to provide a well-represented student government. This is a radical difference from other colleges which hold their entire elections in the last semester of the previous year.

The future of the Student Administrative Assembly and its proposed activities is exciting. Co-operative housing is being presently studied as the need for homes to provide accommodation for those who attend Niagara from out-of-town becomes more and more prevalent.

A more vigorous inter-collegiate and intramural sports program is being considered as is indicated by the 1968-69 inter-collegiate sports program which includes basketball, hockey, golf, soccer, rugger and volleyball.

BOOK STORE

An SAA run bookstore is well under way to provide books and college material at a low cost to students.

Various clubs have already organized, such as the newspaper, Year Book, Film Society, Ski-Club and Circle K, to provide an outlet for students with special interests in order that we may supplement the aims of the college to create a complete, well-rounded citizen.

Niagara College is growing fast and the Student Administrative Assembly has endeavoured to grow with it with enthusiasm and spirit.

BEGAN MAY 1965

Honorable William G. Davis, Minister of Education, introduced a bill to the legislation May 21, 1965, providing legislation for the establishment and operation of a system of Colleges of Applied Arts and Technology.

A "Liberal" Experience

Originally titled, "Man and His World", Niagara College's Liberal Studies Course evolved into something unusually different from what it was meant to be.

The drawing board conceived it as an attempt to give students a wishy - washy liberal education. Through the minds of some of antiquity's philosophers, to day's students were to be taught about the nature of man and his world. Through man's understanding of the past, the student was to learn about the present. What academic arrogance this turned out to be! Students were expected to understand the world they experienced and lived in, from a remote world that to them was dead. No wonder the failure! The student was not involved - was unable to feel a part of such a wasteful academic exercise.

CHANGE COURSE

Obviously, the course had to be changed. And it was. It had to change to survive - to meet its goal. What were its goals? First, it aimed to lift the student from his specialist's little box. He had to realize that he was more than a technician, a business man, a secretary. He had to be turned on as a human being. His were the experiences, the tragedies and the joy of other human beings. The course attempted to delve into the soul of man and find some consolation in our similarities. This meant achieving some degree of tolerance amongst fellow students. Each person was to be listened to with respect. For each person had an essential dignity. We learned to doubt our ideas, to doubt our emotions; but we tried never to doubt each other's dignity.

Only by such an exercise as this could involvement be created. Without involvement education is a daring nothingness. A student learns only that which he experiences. And so Liberal Studies tried to make the human being the textbook; and the teacher was just another human being.

HIT SACRED COWS

Thus all manner of discussions took place, religion, politics, sex, and all those things that make us tick - that were relevant to the world in which the student lives. Sometimes, such discussions were planned; often, they were spontaneous. And so groups began to evolve personalities. Classes became living experiences.

Such discussion followed an introductory Monday morning debate, often involving well-known personalities. This gave the student an initial shock that made him want to discuss.

And it succeeded as far as it possibly could. The student suddenly found that even in an educational institution, he was living in his world. He became a part of his own experiences.

Above all, he became involved, with others, but more important for him, with himself as well. Therein lies his salvation.

COLLEGE ENROLMENT

During the 1967-68 college year there were over 450 students enrolled in the daytime program, and over 800 registered in the extension division. The daytime enrolment is expected to exceed 1000 students in the 1968-69 academic year.

COMMUNITY IS OFFERED THESE PROGRAMS AT NIAGARA IN 1968-1969!!!

BUSINESS DIVISION

BUSINESS ADMIN. THREE YEARS

DATA PROCESSING MANAGEMENT

This course is designed to offer the student vocational competence in the areas of business computer programming and systems studies, as well as preparing him for future supervision or management in data processing.

FINANCIAL MANAGEMENT

This program will prepare the student for a career in public accounting or financial management in commercial or industrial enterprises as well as in governmental occupations. After two years in a general business program the student will in his third year concentrate on courses in financial management such as Management Cash Accounting, Auditing, Financial Management and Investment Analysis. While theories in accounting and finance will be discussed, the program will take a practical approach to the learning process.

MARKETING MANAGEMENT

Students of the three year business program who qualify, may elect to major in Marketing Management in their third year. The first two years provide the student with the broad based understanding of the general business environment, and an appreciation of the many facets of enterprise. The third year of this program explores in depth the areas of: Marketing Management, Principles of Marketing, Advertising, Effective Sales and Sales Management and Marketing Information. Case methods and seminar discussions are widely used to enable the student to practice theory application and to develop a greater degree of occupational competence in the field of marketing. This course prepares the student for a wide variety of positions requiring special skills and understanding in the challenging fields of retailing, buying and selling, merchandising, finance, advertising, insurance and other positions in the field of Marketing.

PERSONNEL MANAGEMENT AND INDUSTRIAL RELATIONS

The purpose of this program of studies is to provide the student with a professional understanding of the new technical theories and activities in the field of personnel management and industrial relations.

A graduate has completed a course of study, theoretical and practical, and is trained to assume responsible positions in personnel management and industrial relations. He may serve as a staff assistant in either industry or labour organizations. His particular interest is in the practical application of principles, rather than in their development.

PRODUCTION MANAGEMENT

For the past ninety years, men have attempted to make management more exact. Techniques have been developed and management principles formulated which might be regarded as scientific.

The object of this course, "Production Management", is to acquaint the student with the up-to-date tools of management. Problems will be studied pertaining to work measurement, production planning and control, and economic justification for all expenditures.

A better understanding of management is developed by a discussion of the work of various divisions of an enterprise, and relations of divisions and departments to each other, and with other institutions outside the company.

Further preparation for work in management is developed by an ability to analyze a business problem and to arrive at a logical solution.

JUNE 3rd COLLEGE PREP SUMMER PROGRAM

To assist the mature and marginally qualified grade 12 student in improving his knowledge and reaching a college entrance level.

SEE PAGE SEVEN OR CALL "TELEPHACT" FOR FURTHER INFO

GENERAL BUSINESS TWO YEARS

ACCOUNTANCY

This program offers the student an opportunity to attain a sound understanding of accounting principles related to the practical life. Emphasis will be put on General Acounting and Auditing, thus enabling the student to enter public accounting. He will also be well-suited for accounting positions in industrial and commercial enterprises.

ELECTRONIC DATA PROCESSING

This specialty is designed to offer the student vocational competence in the areas of business computer programming and operations, as well as considerable exposure to systems concepts. The student will also be prepared to assume future supervisory positions.

SALES and MERCHANDISING

Two year business students who qualify may elect in their second year to specialize in this course area of marketing. The program of special studies in the second year includes such subjects as Basic Principles of Marketing, Marketing Management, Advertising, Salesmanship, Merchandising, Credit and Office Management. Graduates of this program will find a wide range of unparalleled opportunities in retailing as departmental manager candidates, merchandise superintendents and personnel supervisors. This program will also prepare students for similar employment opportunities in other areas of commerce such as warehousing and finance, which require the skill, knowledge and aptitudes of marketing oriented personnel.

SECRETARIAL PROGRAM THREE YEARS

SECRETARIAL SCIENCE

The three-year secretarial science program is designed to fulfill the career needs of the student who is preparing for a responsible secretarial assignment, either in business as a skilled assistant to a senior executive, or in education as a vocational teacher.

Students will receive broad and rigorous courses in liberal education as well as training in such vocational skills as stenography, office procedures, human relations and administrative management.

SECRETARIAL PROGRAM TWO YEARS

PROCEDURAL SECRETARY

The procedural secretarial program prepares the student for the major office activity of information handling. Emphasis is placed on production typewriting, record retrieval systems, office machines, data processing, and machine transcription. Liberal education and communication courses are also required. Graduates will be prepared to enter a diversified range of office employment in the fastest growing category of skilled occupations.

Candidates who can demonstrate a satisfactory competence in production typewriting, bookkeeping and business mathematics may be admitted directly to the second year of this program.

LEGAL/MEDICAL ENGINEERING SECRETARY

STENOGRAPHIC SECRETARY

This program trains the student for a variety of secretarial career opportunities. The emphasis is on the secretarial skills of Pitman Shorthand and Office Procedures; liberal arts studies ensure a balanced development of the student.

In the second year, students concentrate in one of legal, medical or engineering stenography in order to acquire facility in the terminology and practices of one of these disciplines.

Candidates who can demonstrate a satisfactory competence in shorthand and typewriting may be admitted directly to the second year of this program.

HUMANITIES AND APPLIED ARTS DIVISION

NIAGARA COLLEGE

"INSTANT TELEPHACT"

What is your information requirement?

PROGRAM INFORMATION?
REGISTRATION APPLICATIONS?
EXTENSION COURSES?
UPGRADING PROGRAMS?
COLLEGE CALENDAR?

JUST PICK UP YOUR PHONE AND DIAL

735-2211 (Welland)

AND ASK FOR

"TELEPHACT"

* EARLY CHILDHOOD EDUCATION Two-Years

A program of preparation for Nursery School Teachers, designed to meet the requirements of the Nursery Education Association of Ontario for the certification of teachers of pre-school children. Courses include Child Development, Child Research, Child Guidance, Pre-School Education, English, Psychology and Sociology. Field practice will be provided.

* EDUCATIONAL MEDIA TECHNICIAN Two-Years

This program will prepare skilled personnel to assist instructors and guidance counsellors in elementary and high schools and colleges in a wide variety of services in support of their teaching and counselling duties. A common program in the first year will be followed with specialization in Educational or Guidance services in the second year.

HORTICULTURAL TECHNICIAN Two-Years

A program providing a high level of theoretical and practical training in the science, business and art of horticulture. Horticultural technicians are likely to find employment in parks, golf courses, crop inspection, tree inspection and care, and marketing and processing positions. Courses include Botany, Landscape Architecture, Practical Horticulture, Pest Control, Horticultural Mechanization, and Weed Control as well as courses in English and Liberal Arts.

* POLICE SERVICES One-Year

A program providing students with specialized training in police services as well as a good foundation in those areas of study that will enhance their understanding of human behaviour and law enforcement work. Graduates will seek employment in municipal and provincial police forces, and as investigators and detectives with public and private agencies. Courses include English, Psychology, Sociology, Abnormal Psychology, Economics, Giving Evidence, Ethics, and Current Trends in Law Enforcement.

SOCIAL WELFARE WORKER Two-Years

This program is designed to prepare students for work in a number of social welfare services provided by the agencies of the community. Besides social welfare courses such as Case Work, Group Work, Welfare Administration and Organization and Community Health Services, courses in English, Political Science, Psychology and Sociology are included. Students will receive Field Work Practice during both the first and second years of the program.

LIBRARY TECHNICIAN Two-Years

A program to provide students with an understanding of the philosophy of librarianship and with a thorough knowledge of library procedures. It includes courses such as Circulation Procedures, Basic Classification, Data Processing, Office Skills, Audio-Visual Services, and Liberal Studies. Library practice will be provided for the students in the College Library.

MEDICAL RECORDS TECHNICIAN Two-Years

A program to prepare skilled technicians who will work in the medical records libraries of hospitals and health agencies. Students will receive specialized training in the care and processing of medical records as well as a good grounding in the liberal arts.

* COMMUNICATION ARTS Two-Years

This program will prepare students to specialize in various phases of modern media of communication. A common Liberal Arts program will form the first year of study and specialization in the second year will be possible in the following areas:

- Journalism
- Advertising and Public Relations
- Radio, Television and Film Arts
- Theatre Arts

* Subject to Department of Education Approval

TECHNOLOGY DIVISION

TECHNOLOGIST THREE YEARS

CHEMICAL ENGINEERING TECHNOLOGY Three-Years

The chemical technologist is concerned with the processes, equipment, and techniques of most modern industry in the fields of research, development and production. To this end the technologist is given the necessary mathematical and communication skills to enable him to analyze and solve problems and to report the results clearly and concisely. A broadly based background is achieved by courses covering the theoretical and practical techniques of all branches of chemistry, with sufficient physics and electricity to understand the operation and mechanism of the instruments used in chemical analysis. Options available in the third year of either polymer chemistry or metallurgy allow for specialization.

CIVIL ENGINEERING TECHNOLOGY Three-Years

Preparation for employment in a variety of fields requires that accent is placed on a variety of the basic sciences such as mathematics and physics. This is done so that the graduate will be able to cope with practical engineering problems which are dealt with during the second and final years. The program is presented with emphasis on municipal technology since this field is considered to have the best employment opportunities in the Niagara area. Typical courses which form part of this program are — construction materials, soil mechanics, hydraulics, highways and others. To supplement the technical content of the program certain aspects of business are presented which concern procedures and cost estimating.

ELECTRONIC ENGINEERING TECHNOLOGY Three-Years

In the early stages the program is designed to develop in the student a theoretical and working understanding of electronic principles by extending the concepts of first year electricity and magnetism. The second year contains more comprehensive electrical subjects such as electronic circuits, electronic devices and electrical machines. The final year places emphasis on the more complex systems concerning radar, television control systems, instrumentation, computers and others.

INDUSTRIAL ENGINEERING TECHNOLOGY Three-Years

A broad and fundamental understanding of technology and of complex man and industrial machine systems is presented in this program. Particular emphasis is placed upon achieving effectiveness and efficiency in the design and operation of such systems by having a comprehensive knowledge of the quantitative, economic, technical and behavioral ingredients.

In order to establish a broad base of knowledge, many of the courses will be common with the other technologies. Particular emphasis will be placed on such subjects related to production control, costs, quality, marketing and optimum deployment of labour.

MECHANICAL ENGINEERING TECHNOLOGY Three-Years

The program of studies has dual characteristics. Firstly, it has considerable breadth. This allows the student to become acquainted with many differing industrial methods, practices, and processes. It also serves to underscore inter-disciplinary relationships enabling the student, amongst other things, to cope with a fast-changing and expanding complex technological world. Secondly, the program is designed to impart certain specific skills that are considered basic to the mechanical field. Thus approximately one-third of the program is allocated to practical work or experimentation in the shops, drafting rooms and laboratories.

METALLURGICAL ENGINEERING TECHNOLOGY Three-Years

The basic objective of the course is to foster the development of analytical skills and problem solving ability, with emphasis upon the application of these skills in the field of metallurgy.

The curriculum emphasizes "adaptive metallurgy", that portion of the field of metallurgy which is concerned with the conversion of metals into useful forms. This includes the metallurgy of casting, the metallurgy of mechanical working, and the metallurgy of welding. The student will be instructed in the fundamental principles involved in heat treating, testing, and metallographic practice, and he will test these principles in the laboratories.

POWER ENGINEERING TECHNOLOGY Three-Years

Power Engineering Technology covers all aspects of the generation, transmission and distribution of electric power. The generation field covers the design, manufacture and operation of internal combustion, steam, hydro, and nuclear powered generating stations. Transmission and distribution covers all phases of power supply from high voltage systems to municipal hydro systems.

TECHNICIAN TWO YEARS

ARCHITECTURAL CONSTRUCTION TECHNICIAN Two-Years

This program prepares graduates to become assistants to architects, engineers and others in the construction field. The Architectural Construction Technician must be able to make as well as read drawings, estimate quantities, inspect materials and operations, carry out construction surveys and interpret and apply specifications. In addition, he must have a knowledge of building codes, practices, local bylaws and contracts.

GRAPHIC ARTS TECHNICIAN Two-Years

The program is highly skill-oriented with particular emphasis on commercial and graphic art. A course in life drawing is included to stimulate the student in exploring his or her own natural talent. All of the specialized printing processes will be dealt with — letterpress, offset lithography, silkscreen process printing, gravure flexography, and electrostatic. Photography is featured in 3 out of the 4 semesters. The program also includes instruction in business sense and procedures related to the various processes.

MECHANICAL DRAFTING TECHNICIAN Two-Years

The mechanical drafting technician will be capable of executing both detail and assembly drawings of machinery and component parts. He will also be familiar with the drafting requirements associated with buildings and fabricated steel structures.

The program is planned to be very broad and includes drawing procedures which are involved with services such as electrical, steamfitting and plumbing. To complement the curriculum with certain aspects of business, the writing of material specifications and procedures concerning costing and purchasing are presented.

SURVEYING TECHNICIAN Two-Years

As a rule, the planning of communities, services, highways, and structures involves the services of a surveying technician. The curriculum is designed as a terminal career program to prepare secondary school graduates for sub-professional positions in surveying and construction fields.

This is a comprehensive program in which specialization starts from the first year. Certain academic courses such as mathematics, optics and electricity are included in the program with sufficient emphasis to support the specialized topics. Typical courses offered in the second year are geology, forestry, astronomy and aerial photography.

GENERAL DRAFTING TECHNICIAN One-Year

The curriculum is designed to cover the major branches of drafting, namely mechanical, architectural, structural, electrical and tool and die drafting. Emphasis is placed primarily on the acquisition of drafting skills rather than on academic subjects. Drafting requires a high degree of concentration, a keen sense of accuracy of detail and the ability to work well with others as a member of a team.

COUNSELLING SERVICES INCLUDE BOTH GROUP AND INDIVIDUAL SESSIONS

OUR MAJOR CONCERN

Total Development Of Individual

Niagara College is concerned with the well-being of each student. We are interested in his development as an individual and as a student. The college is committed to academic, vocational and personal counselling as an integral part of its educational program.

Specialized Counselling Services are provided to reinforce and enrich the total educational experience:

1) by encouraging the development of a climate where individuals can discover and realize their full potential; 2) by offering opportunities through which individuals can develop a strong sense of human and community interdependence; 3) by providing innovated counselling techniques and resources that will enable students to discern their possibilities and limitations so that they may make decisions that will open ways to excellent achievements and lifefulfillment.

Group-counselling is effectively used in career planning, in overcoming study difficulties and for facilitating satisfactory adjustment to college life.

ONE-TO-ONE METHOD

Each full-time student is assigned to a member of the faculty within the student's curriculum who serves as the student's advisor. Through the advisor system, the student receives academic assistance and gets the benefit of a close one-to-one relationship with a member of the full-time faculty.

Niagara College with its commitment to serve the needs of the community has extended its counselling services to the peninsula. Citizens from the community interested in further education, improving their vocational potentials or planning a new career are welcome to consult the college counsellors. The counsellors are also available on Monday and Thursday evenings from 5:00 p.m. to 9:00 p.m. for the convenience of the people.

SUMMER PLANS

The counselling services will conduct a three week pre-admission orientation program in summer to assist new applicants in:

1. Understanding their abilities, interests, personal characteristics toward selection of appropriate courses of study.
2. Acquainting them with college programs and subsequent employment opportunities.
3. Facilitating adjustment to college life.

In other words, at the end of the third week we hope that the new applicants will have a fair understanding of "what they have, what they are getting and what they are getting into".

Along with the modern and applied approach to education, innovative concepts and equipment in counselling are being considered and used at Niagara College. Sensitivity and motivation training through small group process and an electronic device to disseminate educational and occupational information are being developed. An effective 'Information Centre' for the college and the community is one of multi-phasic features provided by Niagara College Counselling Services.

Student Loans

Everyone knows that occasionally the budget gets a little thin and the wallet looks a bit deserted. This particularly applies to students.

In mid-April of this year, Dr. W. George Bowen, president, was pleased to announce the establishment of a "Student Loan Fund".

The purpose of this fund is to provide financial assistance for students who need this help for a limited time. The assistance will take the form of a loan, obtained by a demand note, which shall be interest-free until a reasonable date. After this date repayment is required, and interest will be charged to the loan.

The planners of this fund recognize that there are two principal sources of student loans already in existence, the Province of Ontario Student Award Program and the Canada Student Loan Plan. It is expected that any student wishing aid from the college fund will have made application to these funds and will have exhausted their possibilities. If these two do not provide adequately, the fund stands ready to help.

The Student Loan Fund will be administered by the awards committee of the college, which shall arrange procedural details, guidelines; and means of accurate management.

The capital for the loan fund will come as donations from such sources as: area industries and businesses, service organizations and clubs, labor unions, individuals, professional organizations and associations, other interested bodies and bequests.

The immediate objective of the fund is $10,000 with a future goal of $100,000. Donors can be assured that their tax-exempt contributions will be in use for years to come, serving the needs of a loan - repayment plan for the generations of students who are yet gleams in their father's eye.

Sports Skeptics Shocked

Niagara surprised the skeptics of the sports world in its first year. Some persons suggested that the college would hardly be able to put one team in competition, let alone three. In its initial year, Niagara fielded teams in golf, hockey and basketball.

The men on the links were the most successful. Under coach Larry Cote, they placed third in the seven - team tournament hosted by Mohawk College in Hamilton.

Led by coach Ed Zanetti, the hockey team ended its season with a record of five wins, eight losses, and two ties. In one of its most hard - fought contests, with Sheridan College leading 3-0 in the final five minutes of play, Niagara skated, checked, and hustled its way to three goals and a tie. The most significant victory was a 6-5 win over Brock University during Brock's Winter Carnival Week. This triumph avenged an earlier season loss to the men from Brock.

The basketball team under coach Mike Anton, working under the handicaps of height and experience shortage, finished with a record of seven wins and seven losses. The cage men gave their most impressive performance in a 70-63 victory over Seneca College.

AMBITIOUS PROGRAM

Athletic Director J. Birney supervised the intercollegiate sports program and represented Niagara at the Ontario College Athletic Association, composed of most of the community colleges in the province. Membership in the OCAA has been obtained for the coming year. Niagara will be playing in the Central Division, along with Northern, Humber, Seneca, Sheridan and Mohawk Colleges. This year's sports will be the nucleus of the program. Hopefully to be added will be soccer, rugger, and volleyball. Also anticipated is female participation in intercollegiate basketball and volleyball.

The intramural program is being shaped into a promising program for the coming year as well. Plans include male and female participation in sports appropriate to each, including soccer rugger, softball, basketball, volleyball and hockey.

COACH ED ZANETTI TALKS TO HIS BOYS

Industry Day

There is clear evidence that forward looking educators and employers alike are conscious of the need for continued development of education to meet the continually changing scene in the world of work.

Toward this end Niagara College Counselling Services organized an 'Industry Day' on March 1, 1968 in which over 20 major industries in the peninsula participated. Facilities were provided to enable each industry to display their products and other materials and to respond to initial personnel inquiries by our students.

This event established direct contact between industry and our students. It enabled industry and business firms to examine and assess our college programs and it also provided an opportunity for our students to understand the industries in their community. This event also helped us to establish an effective placement service for our students.

CAMPUS LOCATON

Niagara College is located on the north side of Welland, Ontario, and the campus encompasses approximately 85 acres. The present facilities include two buildings of approximately 125,000 square feet of space.

The Week That Was

During a week in March, the Student Administrative Assembly executed the most successful venture of the year. The week, known as Niagara's Winter Carnival, combined the student's winter blues and the instructor's listing spirit for a few days of pure enjoyment.

These seven days were devoted to the belief that Joe College has not died in the midst of our sophisticated educational milieu.

Joe's spirit was seen clearly as feminine members were auctioned off to the highest bidding male class, as book-carrying slaves for a day. Several staff members looked less than glamorous, bedecked in the goo of whipped cream pies, hurled by eager student hands. Excitement reached such a peak that some students even resorted to blood-letting. The Canadian Red Cross collected over 100 pints from willing donors.

ROYALTY TOO!

Artists were given opportunity for ice sculpture. Auto bugs had their chance to prove skills in a road rally. Hippie Day brought out all the swingers. And everyone danced 'til dawn at the Winter Carnival Formal. On that occasion the first Winter Carnival Queen and her Princesses were crowned.

Folk Singers, Ian and Sylvia topped the week with a well-received performance; an added surprise feature was Niagara's own Lar and Me. The real icing came, however, when the student assembly turned over its financial profits for the week to several local charities. In all it was — the week that was — a very good week.

COLLEGE LIBRARY

The NCAAT has a very fine library of over 10,000 general reference and circulation volumes.

IT'S HAPPENING . .

L. R. Cote, Editor

M. J. Anton, Managing Editor

The editors wish to gratefully acknowledge the many written contributions, the clerical staff, the technical assistance of the Welland Tribune staff members, and, in particular, the photo credits of The Tribune, the St. Catharines Standard, Steel Company of Canada, Nick Bogner Studio, J. Puhl and the Niagara Tower.

Leaders Like It

WELLAND MAYOR

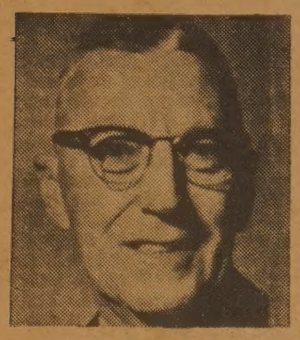
Local industry, commerce and governmental institutions will all reap the benefits from the availability of a work force specially trained in the skills predominant in the plants and business enterprises indigenous to this area. I feel honored to have played my small part as a member of the Board of Governors, in seeing, what was for many years only an educationist's dream, become a reality.

WELLAND WARDEN

Certainly Niagara College is a decided asset to the city of Welland, to the county of Welland as a whole. The various courses which are offered and are available to the residents of the city and the county are courses which are not readily available in other higher levels of education. The college also brings a number of teachers and professors into the area and increases the buying power in all walks of life.

NISSEN NOTES

We don't see the college in dollars and cents terms, but rather in the form of human and civic values. Niagara means that there will be a pool of well-trained people to fill the needs of Port



HAROLD E. BLACK
Welland Warden

NIS NISSEN
Port Colborne Mayor

ALLAN E. PIETZ
Mayor Of Welland

Colborne's ever - increasing industrial community; and it means that there is a place within easy commuting distance for the students of our city to continue their education and open a way for their personal betterment.

FROM FORT ERIE

I am confident that more of our local students will avail themselves of this opportunity. The lower tuition fees and proximity of the school, so that our students may commute, will provide technical training to many who could not otherwise afford this opportunity. The extension courses for adults will be a direct benefit to the industries in our area, who require employees to increase their technical knowledge.

THOROLD TALKS

We in Thorold are pleased that one of our local citizens, Fred Harvie, has been associated with the college since its very inception a little over a year ago. I am pleased to note that you have taken out a membership in our Thorold-Thorold Township Chamber of Commerce. We are gratified that a college has been located in the Niagara Peninsula and that new opportunities for our young people have thereby become available.

NIAGARA SPEAKS

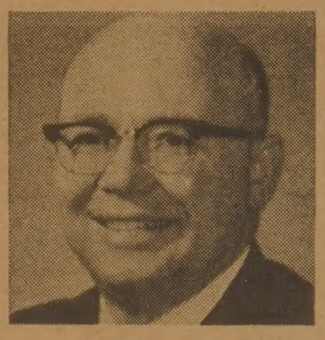
In the fast changing world in which we live, it has become necessary for all segments of our society to adjust and adapt to meet new conditions. I believe that the establishment of colleges such as yours is an answer in part to this change. I am confident that Niagara College will be of inestimable value to the city of Niagara Falls as well as the surrounding areas and that the contribution made by its graduates will result in better communities in which to live and work.

CHOWN COMMENTS

The establishment of Colleges of Applied Arts and Technology in the province of Ontario has been heralded as a significant step forward in the development of our educational system. And justifiably so! Providing a new level of learning in the stultifying gap that hitherto existed above the secondary school and below the university levels, they offer equality of opportunity to all sectors of our society. Within the expanse of this new plane of learning, a person may achieve the fullest possible development of his potential.

LINCOLN WARDEN

There has been until recently a tremendous gap between the secondary schools and universities. Niagara College affords some of this large number an opportunity to further their education. All educational facilities are very worthwhile, but a college such as Niagara I hold in very high esteem. It gives the average students a chance to improve their station in life, thus making better citizens and therefore a better Canada.



FRED GORING
Lincoln Warden

JOHN TEAL
Fort Erie Mayor

MACKENZIE CHOWN
St. Catharines Mayor

FRANKLIN J. MILLER
Niagara Falls Mayor

CECIL E. GROSE
Thorold Mayor

HARD AT WORK DURING NIGHT CLASSES

In Extension

Niagara College of Applied Arts and Technology is founded on the belief that fruitful education is no longer purely preparatory in nature - terminating at some given point in one's life. Rather, it is co-existent with life, with men and women moving in and out of its stream as circumstances dictate. The college is further founded on the belief that every person has a potential skill or ability that is capable of being developed to increase that person's worth to himself and to his society.

Towards this end, the division of extension studies is designed as a flexible instrument offering courses on the college campus, and in accord with industrial and social need, at off-campus locations.

The extension division makes it possible for working adults to obtain a college diploma identical to that awarded graduates of the day programs. Courses will be scheduled for one or two sessions per week, thus permitting students to earn a diploma in the shortest possible time.

The extension program for the 1968-69 year will begin with registration of classes in the week of September 23.

COLLEGE PREPARATORY PROGRAM

Although the full extension program will not be offered until the fall of this year, the college will offer the college preparatory program beginning June 3.

This program will offer English, mathematics, chemistry and physics to persons interested in reaching a college entrance level. Candidates should have grade ten standing or equivalent. Courses will be offered during the hours of seven o'clock to ten o'clock p.m. at a cost of $35 per course.

A course in French conversation will also be offered on Tuesday evenings beginning June 4, from 7:30- 9:30 p.m. at a cost of $26.

Registration will take place at the following times in the classrooms indicated: English - June 3, 7:00 p.m., Room 11; Chemistry - June 4, 7:00 p.m., Room 20; mathematics — June 5, 7:00 p.m., Room 11; Physics — June 6, 7:00 p.m., Room 19; French Conversation — June 4, 7:00 p.m. Room 11.

MARINERS BY THE BUSLOAD

Niagara's Marine School for Deck and Engine Room Officers was offered during the months of January through March in St. Catharines.

To swell the numbers in the largest marine school to date in St. Catharines, one hundred and ninety seamen in this year's class, thirty-five to forty mariners from the Port Colborne area, journeyed daily to St. Catharines by chartered bus.

A number of examinations were written this year, leading to certificates as high as the "Master-Home Trade" and "First Class Marine Engineer."

The College expects this program will be offered again in January, 1969. Persons interested in details should contact the office of extension studies.

"PORTABLE" CLASSROOMS

Recently, manufacturing shops and industrial laboratories have become college classrooms as companies in Fort Erie and St. Catharines approached the college to provide courses to teach advanced skills to their employees. In co-operation with company staff, officials of Niagara designed courses, provided staff and presented these courses within company facilities.

When interviewed at the conclusion of these courses, both employers and employees were most grateful for the educational opportunities, presented at a time and place convenient to them.

Arnot P. McIntee, Chairman of Niagara's extension division, has said financial assistance is available to companies wishing to provide such courses for their employees. He would be most happy to discuss in-plant college courses with interested industrial leaders.

Crest Of Niagara

It has been a long - standing custom that educational and other institutions are easily recognized by their symbolic insignia. In keeping with this custom, Barry Barthorpe of Toronto, a consultant in calligraphy and heraldic design was commissioned to design a distinctive and meaningful crest for Niagara College.

In keeping with contemporary design, a simple and attractive pattern was made of the colors that had been selected by the student body and faculty as representative of their college. These colors — dark blue, light blue and white — have already been widely identified with the athletics of the school, and the combination is more widely acclaimed as "double blue on white".

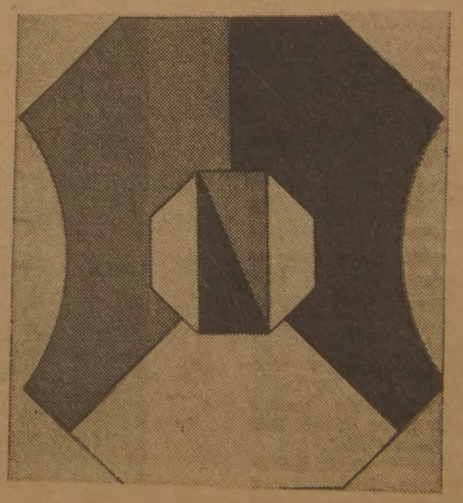
Mr. Barthorpe designed the shield portion of the crest in these colors, each of which is to represent one of the proposed campus buildings.

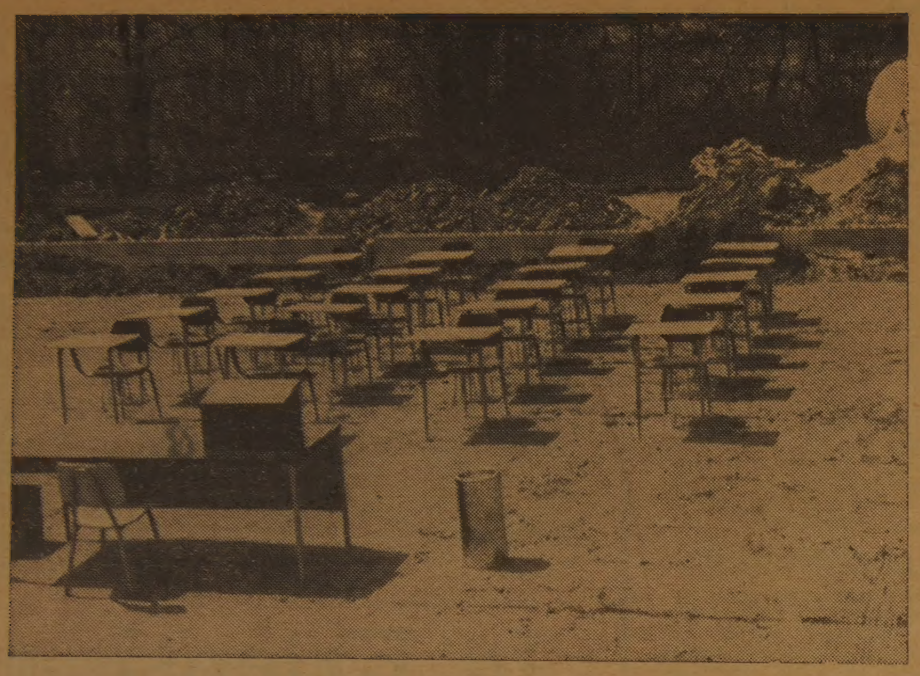
In the centre of the shield is an octagonal figure which represents the eight-sided structural design of the Humanities Tower in the centre of the proposed complex of college buildings located on the eighty-five acre campus.

Within this octagonal figure, there are four distinctive geometric figures - two trapezoids and two triangles - each of which represents one of the four divisions of the college. The first trapeziod represents the Business Division; the first triangle represents the Humanities and Applied Arts Division; the second triangle represents the Technology Division; and the second trapezoid represents the Extension Division.

Deftly sculptured in this integral pattern is the capital letter "N", which acclaims "Niagara".

This distinctive insignia is now prominently displayed in the college proper and is proudly worn in various forms by many members of the student body and staff at the college. The distribution and recognition of this crest has become widely known since its adoption only one year ago.





One Brief Look

In the spring of 1967, Niagara College was but a gleam in the minister's eye. The eighty-five acres were barren of brick and mortar. By September, the first building was nearing completion. However, as the members of the staff took their first look inside, the majority were convinced there could be no curricula set in motion in that building ten days later. Indeed on the tenth day, the wheels were moving. The concern over plaster chips, roof leaks, stacks of cardboard cartons and desks for the staff gave way to the most important ingredient of the College – the students.

From that point, time and motion were dedicated to the creation of a learning situation among human beings. The word "human" is significant, because beyond the language of marketing and business law, through the terminology of the technologist and beyond the click-clack of secretarial typewriters, the ultimate aim of Niagara College was and is, "to make its members more human." Spell it with "e", or spell it without, the humanness or the humanity of staff and students is the final end product to be achieved. That is , to guide and assist the members of the college community in discovering what it is to be a thinking, feeling human being.

HUMAN ELEMENTS

We need not look far to discover human elements at Niagara College. A brief peek into the student commons reveals small groups wheeling and dealing with a deck of cards. Cigarette butts on the classroom floor remind the instructor that someone forgot the no smoking rule or missed the urn outside. In the library several heads collaborate on the assignment for the next hour – three heads and one answer are better than one head and no answer. Amazingly enough, there are also students engaged in their own study, actually using the tools of the library.

Humor is not lacking among these humans. A Halloween night finds a group of spirited males dismantling toilet tops and hanging them as ornaments around the rim of the roof. Someone has removed the number from the classroom door giving the absent-minded professor a difficult road to follow. Another instructor finds himself locked out for a few anxious moments.

NOT ALL FUN

All is not fun and games. We can listen to instructors in the staff lounge commending the laudable academic efforts of one class or another. Praise is forthcoming for students who have the collegiate courage to steal several staff members from a neighboring university and hold them for ransom. The blackmail money and the funds gathered by the same means for the local police chief are turned over to charities.

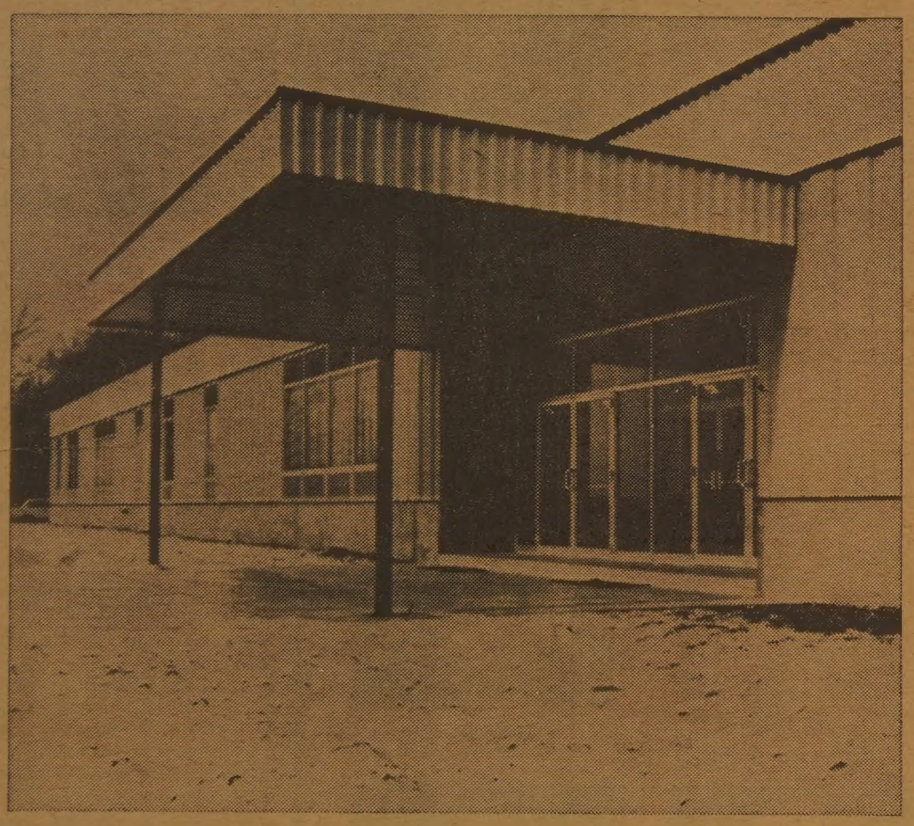
We can also do some listening to students ripping apart the instructor who gives too many tests or the one who says nothing in fifty minutes. And on occasion we overhear students saying a few kind words for the instructor who gave them something for mental consumption. These same people are voicing their opinions in debate over the critical issues, leftist student movements, Vietnam, the ethics of sex and the status of the pound.

WIDE RANGES

All of this is going on among a student populus which ranges in age from 19 to 52. The population also varies in educational background, from those who are continuing their education after a large time-lapse, to those who have completed all but one course in grade 13.

The challenge lying before Niagara College, as a community of learners, is that of taking all the human elements, sifting them for priority, shaping them into constructive patterns, transforming undesirable factors, and moulding them into "more human" elements. Niagara College has high hopes, because we feel we have set the proper goal for this community.

..... THROUGH THIS. ...



Niagara Mixes Skill And Culture

BY I. J. GIANCARLO
Humanities Division

Today's student faces the exhilerating and sometimes sobering fact that he lives in a world of changing methods and ideals.

In the automated age, work in every area is becoming more and more specialized. At the same time man is gaining an increase of leisure time. In other words, man is faced with the need to learn a skill as well as become a person in tune with his society in a creative, responsible manner.

In the face of these changing world conditions it appears to me that modern education should have two broad aims. One would be to educate man so that he will be able to cope with the problems created by technological changes. To do this it is not sufficient for a person to acquire merely a single skill; he should also learn to understand the principles that will help him to make readjustment to the world of work as changes are required.

A second educational aim would be to develop a cultured individual whose life will not revolve around the world of machines but one who will be interested in the creative aspects of human activity, who will be able to use his leisure time wisely, and one who will have character and possess a sense of responsibility.

TO BOTH GOALS

It is my belief that Niagara College is committed to both goals. A variety of programs is provided in an increasing number of areas to give the opportunity for individuals to become competent technicians, and technologists, business administrators, social welfare workers, library technicians, horticultural technicians, dental assistants and medical technicians.

However, Niagara College would be spending its time unwisely and would be doing the students a drastic disservice if this were the only goal. Along with the acquisition of skills and knowledge, there should and must be the parallel and spontaneous growth of character, emotions and attitudes.

The college is interested in guiding and assisting the student in developing his ability to think rationally and to express himself and his feelings in a free atmosphere. The college is concentrating on personhood. The college is concerned that a student have the ability and freedom to acquire a positive image of himself.

SEEKING TRUTH

The college is interested in the student's development of his capacity to search for the truth whether it be scientific or metaphysical, but always with the quality of intellectual honesty.

Man is not a machine and does not wish to be treated as one. Therefore, education can never become an assembly line production, through which students merely learn an expert knowledge in some field, as important as that goal is. Education, the kind of education toward which I see Niagara College setting its sights, must open the door for the student to become a well-rounded, reasoning individual, in short, a cultured person.

IDEA INVASION

The College classroom is an invasion of ideas and not a pouring of disassociated facts.

..... TO THIS